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ABSTRACT

This guide outlines the 33 standards that professional teacher preparation programs in California must meet in order to issue multiple and single subject teaching credentials with a (Bilingual) Crosscultural, Language, and Academic Development (CLAD/BCLAD) emphasis. It also provides background information on bilingual education in the United States and California, including recent California legislative initiatives that led to the establishment of the new CLAD/BCLAD credential. The 33 standards are grouped into five categories: (1) institutional resources and coordination; (2) admission and student services; (3) curriculum; (4) field experiences; and (5) candidate competence and performance. Each entry contains a statement of the standard, an explanation of the rationale behind it, and a list of factors for evaluators to consider in determining whether a given program meets the standard. A list of 16 preconditions for the approval of teacher education programs is also provided. (Contains 64 references.) (MDM)

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Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Teaching Credentials with a (Bilingual) Cross-cultural, Language and Academic Development (CLAD/BCLAD) Emphasis

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Commission on Teacher Credentialing

State of California

February 1995

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Commission on Teacher Credentialing
1812 9th Street
Sacramento, California 95814-7000
State of California
February 1992

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Bilingual Crosscultural Advisory Panel

Commission on Teacher Credentialing

1989-92

Name	Position	Affiliation
Chuck Acosta	Consultant Curriculum and Instruction	L.A. County Office of Education
Estella Acosta	Coordinator Bilingual Programs	Orange County Office of Education
Elena Arriola	Director Bilingual Programs	L.A. County Office of Education
Clara Chapala	Consultant Bilingual Education	California Department of Education
Jesus Cortez	Director Bilingual Programs	CSU, Chico
Rosita Galang	Director School of Education	University of San Francisco
Mark Desetti	Teacher	Glendale USD
Victoria Jew	Professor Teacher Education	University of San Francisco
Natalie Kuhlman	Associate Professor Policy Sutdies	San Diego State University
Judith Lessow-Hurley	Program Director Bilingual Education	San Jose State Unversity
Alicia Lomas	Program Manager Language Acquisition	Tulare County Office of Education
Tina Marinez	Coordinator Bilingual Programs	Riverside County Office of Education

Name	Position	Affiliation
Amelia McKenna	Assistant Superintendent	Los Angeles USD
Denise Murray	Professor	San Jose State University
Alberto Ochoa	Professor	San Diego State Unversity
Clara Park	Associate Professor	CSU, Northridge
David Ramirez	Researcher/Consultant	Aguirre International
Cecilia Suarez	Professor	CPSU, Pomona
Evangeline Stockwell	Region Superintendent	Los Angeles, USD
Gay Wong	Professor	CSU, Los Angeles
Lily Wong-Filmore	Professor	UC Berkeley
Consultants to the Panel	Priscilla Walton andBob Carlson	
Secretary to the Panel	Nancy Peters	

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Limited English Proficient Students in the United States: Historical Aspects of K-12 Teaching and Teacher Education

Bilingual education has a long and often tumultuous history in the United States. History reveals a tradition of struggle in a context where linguistic and cultural maintenance has been seen as antithetical to maintaining a coherent "American Culture." Yet, the notion of preserving cultural pluralism while introducing immigrants into mainstream America has survived as a salient philosophical underpinning of contemporary bilingual education.

Bilingual teaching strategies appeared as early as the late 1500s, when Jesuit Franciscan missionaries used dialects of Native American tribes to teach Christianity to Native Americans. In New England, German Lutherans created bilingual programs using German and English. By 1775, some 118 bilingual schools for the religious education of Lutheran children existed.

From 1816 to 1887, public schools also developed bilingual programs. In 1834, Pennsylvania passed a law allowing instruction in German and English for students who did not speak English as a primary language. During this period, at least 11 states enacted laws which supported bilingual instruction. City school districts such as Cincinnati, Dayton, Indianapolis, and Baltimore maintained bilingual public schools with large programs serving both native and non-native English speakers.

Between 1887 and 1920 numerous European and Asian language groups immigrated to the United States. During the years between World Wars I and II a "melting pot" approach, characterized by strong nationalist, isolationist and ethnocentric sentiments, prevailed in the country. During this same period, the number of bilingual schools in both the public and private systems decreased. Non-English speakers were viewed by some with suspicion and the use of any other language but English was seen as unpatriotic. English-only legislation was passed in most states. The use of any other language but English as a medium of instruction was prohibited. In at least seven states, teachers' certificates were revoked if teachers were discovered using any language other than English in the schools.

In the early 1960's bilingual education re-emerged as a response to the educational needs of the children of Cuban exiles in Miami. The Dade County schools, responding to an influx of 3,000 immigrants a month, re-introduced bilingual programs. The extremely successful model of the Coral Way School was adopted by other districts throughout the country. During this period, a growing awareness that language minority children required special language assistance resulted in state and federal legislation. This legislation, which responded to Section 601 of the Civil Rights Act of 1964, marked the re-emergence and official recognition of bilingual education in the United States.

Federal and State Laws

"The Bilingual Education Act" Public Law 90-247, Title VII of the Elementary and Secondary Education Act of 1968 provides funds to selected bilingual programs to use the primary language and culture for instruction while students learn English. It became public policy to provide financial assistance to schools for the purpose of developing and implementing elementary and secondary school programs designed to meet the needs of language minority students. In 1973, the original Act was expanded, and changed to the "Comprehensive Bilingual Education Amendment Act of 1973."

Bilingual Education was strengthened by the "May 25, 1970 Memorandum" from the Department of Health, Education, and Welfare. This memorandum requires federally funded school districts to provide language assistance to language minority students. Failure to provide assistance where needed is considered a violation of Title VI of the Civil Rights Act of 1964.

In 1974, the Lau vs Nichols Supreme Court decision further strengthened bilingual education. The decision resulted in the establishment of specially designed programs for language minority students. The class action suit was brought against the San Francisco School District by 13 non-English speaking Chinese students. The plaintiffs alleged that the students were denied equal education opportunities because they could not understand the language of instruction. This violated the constitutional right to "equal protection under the law," and the Civil Rights Act of 1964. This decision, led the U.S. Office of Civil Rights to develop the "Lau Remedies", a document which recommends *guidelines* to school districts for the provision of appropriate instructional programs for limited English proficient students.

In addition, the Equal Educational Opportunity Act (EEOA) of 1974 calls for every state to address the following principle:

> "No State shall deny equal educational opportunity to (?) on account of his or her race, color, sex or national origin."

Section 1703(f) of the EEOA (1974) also speaks to the educational needs of students with limited English proficiency.

> "The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs can result in a violation of Title VI of the Civil Rights Act of 1964, Section 601. Such a violation triggers the necessity to demonstrate how limited-English-proficient students are being provided with equal education opportunity."

In 1976, the California State Legislature passed Assembly Bill 1329 which mandated bilingual education for limited-English-proficient children. This directly responded to the Equal Educational Opportunity Act of 1974 and the Lau decision. In 1977, the California State Department of Education issued regulations to implement the bill. In 1980, AB-507, the Bilingual Education Improvement and Reform Act replaced AB-1329. The 1980 California law

prescribed programs for pupils of limited English proficiency. The Act addressed a number of aspects of bilingual-bicultural education including, but not limited to, the assessment process, program options, parental notification and involvement, re-classification requirements, and teacher certification requirements, making it the most comprehensive program in the U.S.

At the federal level, Castaneda vs. Pickard (5th Cir. 1981) 648 F. 2d 989 continues to provide guidelines for determining whether a bilingual program meets federal requirements under the Equal Educational Opportunity Act (20 U.S.C., Section 1703 (f)). Specifically, a school district must adopt a pedagogically-sound educational theory of instruction for limited English proficient students, demonstrate and document the implementation of the theory of instruction, (programs, services, curriculum, staffing), and monitor and document the educational results over a period of time. The results should demonstrate that limited English proficient (LEP) students are attaining parity of participation with non-LEP students in the district's regular instructional program.

Various court decisions and subsequent legislation have mandated integration in the public schools. Separation by race, ethnicity, gender and language is in violation of the Civil Rights Act of 1964, and court decisions (i.e., Mendez vs. Westminster: USC 1948, and Rodriguez vs. Corpus Cristi: USC 1971).

In 1985, the California legislature passed the Language Development Specialist Act to meet the growing needs of diverse language groups. Bilingual programs in languages other than Spanish were difficult to staff because of the lack of materials, training programs and the recency of the migrant groups. This act was geared to the secondary level. Subsequently, the Commission on Teacher Credentialing developed the Language Development Certificate which permits teachers with advanced training to teach English as a Second Language at any level and in classes organized primarily for adults, and provide English for academic achievement instruction in English language development programs at the level and in the subject of the basic teaching credential. This certificate may be obtained through various eligibility formats. Eligibility for the Language Development Certificate may be obtained through a 24 unit university credential program or district administered preparation workshops. Both routes require the candidate to pass a state required examination.

On June 30, 1987 the statutory authorization for the California Bilingual Act ended. In spite of the sunset, school districts must continue to meet the federal guidelines under Castaneda vs. Pickard (1981), and California Education Code Section 62000-62005.5. The sunset of the Bilingual Act combined with the State Attorney opinion No. 87-1001 allows for more latitude in the staffing requirements for bilingual programs. Districts are required to provide limited English proficient students with access to the curriculum in instructional programs. Districts are advised to follow the guidelines for program planning and staffing as outlined in the Bilingual Education Act. The dramatic demographic changes in California increasingly require that teachers have bilingual and English language development skills and training.

During the last two decades California has experienced the largest immigration in its history. Immigrants from the Pacific Rim, Latin America, and other parts of the world have made the state their home increasing the need for bilingual personnel in every field. In 1990, more than 137 different

languages and cultures were represented in the state, making the socio-cultural and linguistic context of California one of the most diverse in the world.

The purpose of bilingual education shifted over the years from maintenance of the languages of a variety of religious denominations, to the preservation of native languages and cultures. The contemporary use of bilingual education is to provide an equal educational opportunity for linguistic minority students, and to expedite the acquisition of English, while maintaining and developing subject matter achievement through specially designed academic instruction in English and/or in the primary language. In addition, some bilingual program models strive to teach a second language to monolingual English Speakers.

The recent demographic changes affecting California public schools have required a reconsideration of the basic training for all teachers, and of the specialized training necessary for teachers who directly instruct LEP students. To the extent that all school districts are required by law to develop and implement programs which meet the pedagogical needs of a diverse student population, it is critical that all teachers be sensitive to the linguistic and cultural needs of students and the interrelationships among school, community, student needs, and curriculum. Correspondingly, the need for bilingual and English language development teachers has shifted dramatically. Their expertise is needed in the classroom and as key agents in school and community collaboration.

The introduction of a new entry level credential to provide instructional services to limited-English-proficient students represents a response to the demographic changes that have affected California.

Rationale and Statement of Need

Nearly one-third of the total school population of California is composed of students with limited proficiency in English to some degree, and more than half are culturally and ethnically diverse. In 1991, nearly a million students in the California School system were LEP (limited-English-proficient). Approximately three quarters of these students reside in Los Angeles, Orange, San Diego, Santa Clara, and San Francisco Counties. The numbers continue to increase. Consequently, the teaching of language minority students has become a concern for all teachers.

The Role of the (Bilingual) Crosscultural, Language, and Academic Development Teacher

In the past, bilingual and English language development teachers were peripheral staff in schools. The programs were generally small and isolated from the mainstream school population. With the dramatic demographic changes, English language development and bilingual teachers are now central to staffing California's schools. Bilingual and English language development teachers are in a unique position to be a major resource to the total school environment. With the introduction of a combined (Bilingual) Crosscultural, Language, and Academic Development Emphasis Credential (CLAD/BCLAD) many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population.

All children in California are growing up in a world characterized by diversity. This diversity can be regarded either as an opportunity for growth or as a problem. The challenge facing educators today is to recognize diversity as a valuable resource and to help children and their parents function in a multicultural world. In order to meet this challenge, teachers require special training and support.

The diversity of the student population means that the classroom has changed. Increasingly, schools and classrooms are multilingual and multicultural. Teachers fluent in a language other than English and knowledgeable about a specific culture may not always be assigned to a bilingual classroom in the second language they speak or culture they are familiar with. In some schools as many as 30 languages may be represented. In response to this phenomena, these new entry standards incorporate key aspects of the Language Development Specialist Guidelines and Multiple and Single Subject Bilingual Emphasis Standards into one basic entry level credential program with a bilingual and a non-bilingual authorization. Both the bilingual and the English language development teacher are authorized to deliver English language development and specially designed instruction for academic content to limited English proficient students from all languages. Therefore, both kinds of teachers need the same core knowledge for developing the English skills and proficiency of all students. The Crosscultural, Language, and Academic Development teacher (CLAD) and the bilingual teacher (BCLAD)

require the following core knowledge to deliver instructional services to limited English proficient students:

1. Knowledge about the nature, structure, use and acquisition of first and second language, including the theories and factors in language and literacy acquisition (e.g., psychological and sociological).

2. Bilingual and ESL models and methodologies, including theory and methods of bilingual education, theories and methods of teaching English to speakers of other languages (ESL) and academic content instruction, selection, adaptation and use of materials for LEP students; and language assessment, diagnosis and evaluation.

3. Knowledge of culture, learning styles, and cross-cultural communication, including the nature of culture; the manifestations of culture, culture contact, conflict, congruence and prejudice; and diversity in the United States and California.

In addition, those individuals obtaining the Bilingual Crosscultural, Language, and Academic Development Emphasis Credential (BCLAD) need knowledge about:

1. Bilingual methodology for content and literacy instruction, including the language of emphasis; language strategies for teaching literacy and content in the primary language, and selection, adaptation and use of primary language materials.

2. Culture specific knowledge, including culture of the home country(ies), culture of emphasis in the U.S., contact and conflict, historical and contemporary conditions, and cultural and social contributions of the culture of emphasis to the United States and global society.

3. Demonstrated ability to use the language of emphasis, including speaking, listening, reading and writing proficiencies.

The following standards of Quality and Effectiveness for Developing and Evaluating the Programs of Professional Preparation with a (Bilingual) Cross-cultural Language Acquisition and Development Emphasis (CLAD/BCLAD) for the Multiple/Single Subject Credential reflect the new roles for the bilingual and English language development teacher.

Implementation of CLAD/BCLAD Standards

The standards became effective on February 6, 1992. The Commission adopted the following timeline for phasing in the credential and replacing the existing programs for Multiple and Single Subject Credentials with a Bilingual Crosscultural Emphasis.

- Institutions may immediately begin to transition to the new (B)CLAD Standards and submit program documents to the Commission for preliminary approval.

- No new students shall be admitted into existing Multiple and Single Subject Programs with a Bilingual Crosscultural Emphasis after June 30, 1993.

- No Multiple or Single Subject Credentials with a Bilingual Crosscultural Emphasis shall be issued after December 31, 1995.

The Commission disseminated to colleges and universities the following guidelines to guide the review of documents that are submitted for preliminary approval of CLAD/BCLAD Emphasis programs.

- CLAD/BCLAD Emphasis Programs should not be seen as two distinct programs. The underlying philosophy of this reform is to bring together in one credential all teachers who serve limited English proficient (LEP) students. The unification is inherent in the design of the credential, the program standards, and the examination system.

- A CLAD/BCLAD Emphasis program is one program that has a core curriculum for (1) English language development, (2) content area in English, and (3) crosscultural studies for monolingual and bilingual teachers. This core will constitute the primary curriculum for the CLAD Emphasis Credential. For candidates seeking the BCLAD Emphasis Credential, the program also includes (4) training methodology for primary language instruction, (5) proficiency in the primary language, and (6) knowledge of the culture of emphasis. By definition, a BCLAD program incorporates the CLAD core curriculum.

- An institution may develop a CLAD program first, and add the BCLAD component at a later date. If this occurs, the BCLAD program must incorporate the CLAD core curriculum.

Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Credentials with a (Bilingual) Crosscultural, Language, and Academic Development (CLAD/BCLAD) Emphasis

Commission on Teacher Credentialing

February 1992

Definitions of Key Terms

Standard

A "Standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Daily and Full-Time Student Teaching Responsibilities

In the Standards and Factors to Consider, the term "daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local school districts, community colleges and communities where candidates pursue field experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institution support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective outreach procedures to recruit potential candidates both on and off campus.
- The institution has effective procedures to quickly resolve grievances and appeals by faculty, students and staff.
- The program procedures for the (Bilingual) Crosscultural, Language, and Academic Development (CLAD/BCLAD) programs, including record keeping, meet the requirements and procedures established for all other credential programs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the Standards in Categories I through V.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including tenured and probationary positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services,instructional materials, and adequate clerical support.
- The composition, experience, and background of the multiple/single subject education faculty reflects an institutional commitment to the goals of cultural pluralism and ethnic diversity.
- Multiple and single subject programs with a (Bilingual) Crosscultural, Language, and Academic Development Emphasis (CLAD/BCLAD) have comparable standing with the basic teacher education program and faculty are represented in probationary and tenured positions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action policies, goals, and resources to ensure the equitable recruitment and appointment of faculty to address areas of critical need.
- Faculty who supervise the (Bilingual) Crosscultural, Language, and Academic Development Emphasis (CLAD/BCLAD) candidates possess the language skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual programs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use student and peer evaluations to improve instruction in the program, and have access to adequate resources for their ongoing professional development, including resources to support research, curriculum study and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, field supervisors, the principals of training schools, cooperating teachers, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling, and the identified needs of schools and districts in the local service region.
- The opportunities for community involvement in program evaluation and development are meaningful, substantive and appropriate to the linguistically diverse population of students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II:

Admission and Student Services

Standard 7

Admission of Candidates: Academic and Language Qualifications

As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. In addition, candidates admitted to the program must meet the appropriate language prerequisite. For the Crosscultural, Language and Academic Development (CLAD) authorization, the candidate must have experience in learning a second language by the time of completion of the program. Candidates seeking the bilingual (BCLAD) authorization must be assessed to determine eligibility for entry into the program. The institution must verify, during the program or at its completion, that the candidate has attained, in listening, reading, speaking and writing, a language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute.*

Rationale

The academic and linguistic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution has defined carefully an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has consistently attained the median or higher (in the comparison population) on each selected indicator of academic achievement.

- The program's recruitment and admission policies and practices are sufficiently flexible to achieve a balanced representation of the population by gender, race, ethnicity, language and individuals with handicapping conditions.

- The institution determines that each Crosscultural, Language and Academic Development (CLAD) applicant has completed six semester units (or equivalent quarter units) of college coursework in a second language (with a grade of C or higher), or an equivalent experience that sensitizes the candidate to the challenges of second language learning and acquisition. Such an experience could include options such as Peace Corps training and service, or residence in a non-English speaking country.

- The institution offers a variety of options when determining that the candidate's second language experience for the Crosscultural Language and Acquisition Development Emphasis (CLAD).

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

* Note: When these standards were adopted in February, 1992, the Commission was considering the prospect of replacing the former FSI language proficiency scale by requiring passage of a new examination that will be specifically designed to measure language proficiency in relation to the professional, job related functions of bilingual teachers in California.

The Commission as an interim measure has retained the current language proficiency requirement for the Bilingual Emphasis Credential (Level 3 on the former Foreign Institute Scale) while the Commission's language examination and passing standard are being developed for the BCLAD Emphasis Credential.

Standard 8

Admission of Candidates: Preprofessional Qualifications

Before admitting candidates into the (B)CLAD program, the institution determines that each candidate has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of teaching. Each prospective teacher must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates and written evaluations of candidates' preprofessional experiences with linguistically and culturally diverse children and youth.
- The program's admissions criteria consider the candidates' sensitivity to and interest in the needs of children and youth with special consideration for sensitivity to students from diverse cultural, linguistic, racial, ethnic and socio-economic backgrounds.
- The admitting panel adheres to the principles of equal opportunity in the admission process of candidates.
- The admitting panel reflects the diversity of the institution's service area.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for teacher certification; and (4) specific standards and deadlines for making satisfactory progress in the program.

- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.

- Each candidate is provided with timely information about the language examination, such as the times and dates of administration.

- Each candidate for the Crosscultural, Language, and Academic Development authorization is advised on how to meet the foreign language requirement.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, language, professional or personal assistance. The institution retains only those candidates who are suited to enter the teaching profession and who are likely to attain the Standards of Candidate Competence and Performance in Category V.

Rationale

An institution that prepares teachers has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers, or who are unlikely to become competent.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, language, professional or personal assistance. The institution provides information to all candidates about these opportunities, such as language assessment, CBEST preparation, and consults with candidates about the nature of the necessary assistance.
- The program provides opportunities for candidates to acquire and/or enhance their language and cultural competencies.
- The program reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides support such as tutoring and mentoring, places marginal candidates on probation, dismisses candidates who are determined unsuited to be teachers or unlikely to become competent, and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Curriculum

Standard 12

Preparation for Student Teaching Responsibilities

Prior to assuming daily teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category V. The program offers adequate opportunities to acquire the knowledge and skills that are pertinent to Standards 22 through 32 as they relate to the teaching of (a) subjects to be authorized by the credential to ensure that students have equal access to the core curriculum and (b) communication skills including the integration of speaking, listening, reading and writing to students from linguistically and culturally diverse groups.

Rationale

Before candidates assume daily teaching responsibilities, they must have adequate opportunities to learn knowledge and skills that underlie professional competence so they can serve their students responsibly.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The required sequence of professional education courses and field experiences prior to daily teaching responsibilities address all of the Standards of Competence and Performance in Category V, and include evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.
- The program informs each candidate at each phase of the program, of the level of expected mastery of:
  - generic pedagogical knowledge and skills,
  - subject specific knowledge and strategies that ensure that students have equal access to the core curriculum.

- skills for the teaching of oral, written, and nonverbal communication in English for the Crosscultural, Language, and Academic Development (CLAD) authorization and in English and the language of emphasis for the Bilingual, Crosscultural, Language, and Academic Development (BCLAD) authorization, and

- knowledge and skills necessary to meet the needs of a culturally, ethnically, linguistically, and socio-economically diverse population.

- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, language(s) skills and values.

- The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, linguistically, racially, ethnically and socio-economically diverse.

- The program's curriculum presents a theoretical framework for bilingual education that gives attention to the social and psychological principles of first and second language acquisition, first and second language teaching, and strategies for speaking, listening, reading, writing and specially designed academic content instruction in English.

- Coursework prior to or during the program presents strategies that include:

  - oral communication skills development.

  - teaching the reading and writing process, appropriate use of vocabulary, the development of central ideas, organization, clarity, cohesiveness, and the logic of written presentation in English.

  - specially designed instructional methods for teaching the subject matter content areas in English.

  - reading, writing and academic content in the language of emphasis for the Bilingual Crosscultural, Language, and Academic Development (BCLAD) authorization.

- The programs curriculum includes study of the nature of culture, manifestations of culture, crossculture contact, and cultural diversity in the United States and California.

- The program's curriculum for the Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidate includes study of the manifestations of the culture of emphasis such as values, communication patterns, learning styles, roles, kinship, educational systems, the arts and ethno-history of the culture in the United States and California.

- The program's curriculum presents the principles of language(s) structure, differences and similarities and differences between English and other languages for the Crosscultural, Language and Academic Development (CLAD) authorization and the similarities and differences between English and the language of emphasis for the Bilingual Crosscultural, Language and Academic Development Emphasis (BCLAD) authorization.

- The program's curriculum provides opportunities for students to use linguistic theories, and to adapt curriculum, materials, and technology for limited English students.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Development of Professional Perspectives

Prior to or during the program, each candidate demonstrates an understanding of essential themes, concepts and skills related to the subject(s) and first and second language development including knowledge of the history, traditions, and the legal foundations of the field, its role in the curriculum, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to significant issues, theories and research in education.

Rationale

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates an understanding of the scope and sequence of the curriculum in each subject area.
- Each candidate demonstrates an understanding of the language(s) used as the medium of instruction.
- The course of study includes intensive study of pedagogical approaches and materials for teaching the subject(s) and language(s) to be authorized by the credential, such as state curriculum documents and the curricular recommendations of professional associations in education.
- Each candidate demonstrates an understanding of the legal foundations of the field.
- Coursework prior to or during the program presents information about the historical and contemporary status of linguistic and cultural groups, with emphasis on their contributions in the subjects to be taught.
- Each candidate explores the works of major educational theorists, reviews research on effective teaching practices, and examines the use of those practices among students of diverse cultures, languages, gender, ethnicity, races, and individuals with handicapping conditions.

- The program provides opportunities for each candidate to develop the crosscultural knowledge and multicultural competencies necessary to interact effectively with children and adults from linguistically and culturally diverse groups.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Orientation to Human Development

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize the developmental stages of children and adolescents including first and second language development.

Rationale

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development. Candidates also need to be familiar with instructional practices that promote equity among students of different languages, cultures, ethnicities, gender, socio-economic status, and with differing handicapping conditions.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate explores perspectives on child and adolescent development, and demonstrates knowledge of the cognitive, physical, social and emotional characteristics of children and adolescent at different stages of development.
- Each candidate examines theories of human learning and cognition, including first and second language acquisition and studies ways to identify students' preferred learning modes or styles.
- Each candidate examines the social, psychological, cultural, and economic factors that affect first and second language development use
- Each candidate is provided with the opportunity to learn about the diversity of other educational systems in the international community to better understand the educational needs of diverse students.
- Each candidate has an understanding of the "deficit models" of language and culture and is provided with enrichment models in his/her preparation.
- Each candidate examines the social and psychological factors that empower students in the educational system.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Equity

Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and educational practices.

Rationale

The principles that guide educational equity are codified in various federal statutes, or reflected in federal case laws and policies. All educational programs must conform to legal requirements which include the right to due process, equal educational opportunity and benefits, and the right to effective educational programs. California is a multicultural and multiracial society. Professional programs should reflect equitable practices in order to maintain the foundations of a democratic society.

Factors to Consider

- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions.
- Professional educational coursework provides historical, legal, social, political, economic and multicultural/multilingual perspectives on the role of education and schools in the local community and in different societies.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Preparation for Multicultural and Multilingual Education

Prior to or during the program, each candidate engages in multicultural and crosscultural study and experiences, including first and second language acquisition and successful approaches for the education of linguistically and culturally diverse students.

Rationale

California's population is multicultural and multilingual. Each public school teacher must be prepared effectively to educate students who are culturally and linguistically diverse.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The prerequisites for program admission and/or the required sequence of professional education courses includes consideration of the nature and manifestations of culture, changing demography, cultural diversity, and the history, experiences and cultural traditions of the major cultural groups, in California.
- Each candidate examines effective ways to include cultural traditions and involve parent and community members in school activities.
- Prior to or during enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and or socio-economically different from the candidate.
- Each candidate has the opportunity in the program to develop multicultural competencies, to examine racism and to evaluate personal attitudes towards people of different cultural, linguistic, racial, ethnic, socioeconomic backgrounds and with individuals with differing handicapping conditions.
- Each candidate examines principles of first and second language acquisition, and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.

- Coursework prior to or during the program provides opportunities for each candidate to learn about the impact of social, political and economic issues (such as immigration, urbanization and discrimination) on linguistically and culturally diverse groups and their educational status and attainments.

- Each candidate examines the social patterns and economic and political context of contemporary immigrant groups and their experiences in the country of origin and the impact of this context on teaching strategies.

- Each candidate in the program has the opportunity to examine the process of acculturation and assimilation and other concepts relevant to the adaptation of immigrants to American society.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 17

Collaboration with Local Educators

The institution collaborates with local school administrators and teachers in the selection of excellent training schools and supervising teachers, and in the placement of candidates in field settings appropriate for the Crosscultural, Language, and Academic Development Emphasis (CLAD) authorization and the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) authorization.

Rationale

The selection of training schools and teachers, and the placement of candidates in schools and classrooms, strongly affect the quality and effectiveness of field experiences in a professional preparation program. Those selections and placements are most likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the institution and local school administrators and teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- An effective and ongoing system of communication and collaboration exists between the institution and local districts and school sites where candidates are placed for their field experiences.
- The institution, in consultation with local administrators and teachers, has clear, explicit criteria for the selection of schools, and seeks to place candidates in schools in which the curriculum and the staff develop continually.
- On the basis of defined criteria, the institution periodically reviews the suitability and quality of all field-placement sites, reviews each candidate's student teaching placement and assures that candidates are assigned or reassigned to appropriate supervising teachers.
- The program places teacher candidates in field experiences appropriate for each authorization:

- The (Bilingual) Crosscultural, Language, and Academic Development (B)CLAD) authorization candidate is placed in teaching settings for English language development and specially designed academic content instruction.

- The Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidate is also placed in teaching settings where literacy and academic content are taught in the language of emphasis for at least one extended teaching assignment.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 18

Field Experience Prior to Student Teaching

Before assuming daily teaching responsibilities, candidates in each authorization in the program have one or more supervised field experiences that (a) relate to the candidate's professional goals (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily student teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

Rationale

Individualized field experiences in a variety of schools and classrooms enable candidates to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised student teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate's supervised field experiences include a planned sequence of activities that illuminates and adds meaning to the educational theories and pedagogical principles that are taught in the program's coursework, and that require candidates to analyze and evaluate these principles and theories.

- Each candidate observes master teachers, has a variety of field experiences with different teaching arrangements in varied school settings, and receives prompt feedback and guided practice with the college supervisor and/or supervising teacher.

- Each candidate is assessed for his or her readiness to assume daily teaching responsibilities, and receives corrective instruction, when necessary, prior to assuming these responsibilities.

- Each candidate's field experiences prior to assuming daily teaching responsibilities include at least one extended experience as an observer and participant in a class in which a substantial proportion of the students are limited-English proficient and are receiving instruction designed for LEP students which includes first and second language acquisition and specially designed academic instruction in English.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Advancement to Daily Student Teaching Responsibilities

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. Each candidate for the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) shall be assigned to a classroom setting where the language of emphasis is the primary language. The assignment shall occur when candidates attain the appropriate language proficiency in the language of emphasis.

Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to daily student teaching responsibilities.
- Each candidate's readiness for advancement to daily student teaching responsibilities is verified by the institutional supervisor and classroom teacher who observed his or her field experiences, in the appropriate language strand, and by the academic department in the subject which the candidate is to teach.
- The field experience is a structured observation or participation requiring multiple field settings that provide an opportunity for interaction and work with students in a variety of settings that reflect social, cultural and linguistic diversity.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Qualifications and Recognition of Supervising Teachers.

Each classroom teacher who supervises one or more student teachers is (a) certified, (b) experienced in teaching the subject(s) of the class, (c) a model of effective instruction for LEP students, (d) trained in supervision and oriented to the supervisory role, and (e) appropriately evaluated.

Rationale

Supervising teachers are significant sources of professional training for credential candidates, so they must be well qualified, oriented, trained and recognized.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Teachers who supervise candidates' field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and have remained current with changes in the profession and the student population.
- Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of successfully fostering learning in adults.
- The institution recognizes and rewards supervising teachers for their services, through incentives such as tuition credits, conference attendance allowances, or instructional materials or stipends.
- Teachers who supervise the field experiences of Crosscultural, Language and Academic Development Emphasis (CLAD) candidates possess a valid English language development credential or certificate, and model effective English language development, and specially designed academic instruction.
- Teachers who supervise Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidates possess a valid bilingual credential or certificate and model effective bilingual and multicultural instruction.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Guidance, Assistance and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted and evaluated in relation to each Standard in Category V by at least one supervising teacher and at least one institutional supervisor, who provide complete, accurate and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted and evaluated in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Guidance, assistance, and feedback encompass all of the Standards in Category V, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Readiness for Diverse Responsibilities

Each candidate for the (Bilingual) Crosscultural, Language, and Academic Development Credential (CLAD/BCLAD) teaches students of diverse ages, abilities and cultural, ethnic, linguistic, racial, socio-economic backgrounds. Each candidate assumes the responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom. In their field experiences, candidates utilize recognized teaching strategies for language and content area instruction.

Rationale

Most holders of Multiple Subjects Credentials teach in kindergartens and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. In addition, candidates must be prepared to teach in multicultural settings which reflect the diversity of California schools. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age, ability and/or cultural, linguistic, racial, and ethnic, socio-economic background. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate teaches students at two or more broad levels of schooling (such as Grades K-3, 4-6, 7-9 and 10-12), OR teaches students at two or more ability levels (such as remedial and college preparatory classes), OR teaches one or more classes from the beginning to the end of a school semester and teaches students from a diverse cultural, linguistic, racial, ethnic, or socio-economic background different from that of the candidate.

- The institution presents a description of the field experience options that are available and how these correspond to the organizational structure and curriculum of the program.

- Each candidate effectively fulfills the typical responsibilities of teachers through a graduated series of experiences, such as preparing for class, keeping accurate records of student work, attending faculty meetings and meetings with parents.

- Each candidate completes interactive supervised field experiences that include instruction of students in public schools.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Implementation Plan for the Standards in Category V

The Standards in Category V (on the following pages) define the levels of pedagogical competence and performance that the Commission expects candidates to attain as a condition for earning credentials as teachers. The Commission expects institutions to verify each candidate's attainment of the Standards in Category V prior to recommending the candidate for a teaching credential. The care with which institutions fulfill this expectation is the subject of Standard 22 on the previous page. The Commission expects program evaluation teams to determine whether programs satisfy Standard 22 on the basis of all available information regarding institutional observation, documentation and verification that each candidate has attained each Standard in Category V.

The Commission does not expect program evaluation teams to determine independently whether every candidate that has been recommended for certification has achieved the Category V Standards. The teams are expected to collect information about the attainment of each Competence and Performance Standard by a sample of recent graduates of programs. To compile this information, teams will interview supervising teachers, institutional supervisors, recent graduates of programs, and the employers and supervisors of recent graduates. Teams will use the Factors to Consider for each Category V Standard as criteria for determining whether the sample of recent graduates fulfilled that Standard of Competence and Performance. To reach a consensus on whether a program satisfies a Category V Standard, the team must consider all of the available evidence regarding the extent to which the sample of recent graduates did, in fact, realize that Competence and Performance Standard prior to being recommended for credentials. The team will also consider the available information related to Standard 22 (on the previous page), but should determine the program's quality in relation to Standards 23 through 33 independently of its judgment regarding Standard 22.

All aspects of this implementation plan for the Standards in Category V were adopted by the Commission on November 7, 1986, when the Commission also adopted the five Categories of Standards.

Category V

Candidate Competence and Performance

Standard 23

Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, multicultural understanding and equity, fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.

Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teachers must therefore learn to establish and maintain respectful relationships with students, and a classroom environment that fosters learning and respect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g. eye contact, physical proximity, and physical contact) that is culturally appropriate.
- Each candidate establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- Each candidate communicates and interacts respectfully with all students and facilitates respectful interactions among the students in the class.
- Each candidate models behaviors that demonstrate and promote cultural and linguistic sensitivity.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings, and provide equal access to the core curriculum.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must therefore acquire instructional planning skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials and assessment plans are coordinated and consistent with each other.
- Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.
- Each candidate demonstrates the ability to provide access to the core curriculum by adapting and relating it to student backgrounds and interest and by using teaching strategies that are effective for limited English proficient students.
- Each candidate demonstrates the ability to work with paraprofessionals and volunteers in the classroom.
- Each candidate, through writing and planning units of instruction demonstrates crosscultural understandings with multidisciplinary approaches that integrate language acquisition strategies.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Diverse and Appropriate Teaching

Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.

Rationale

A teacher's strategies, techniques and materials should facilitate all students' efforts to learn the subjects of instruction, building on the student's experience.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate plans and uses instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds.
- Each candidate prepares and utilizes strategies, techniques, activities and materials that capitalize on students' prior experience and learning styles.
- Each candidate selects and uses instructional strategies, activities and materials that appeal to and challenge the diverse interests of the students in a class.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Student Motivation, Involvement and Conduct

Each candidate equitably motivates and sustains student interest, involvement and appropriate conduct during a variety of class activities.

Rationale

Student motivation, involvement and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students interest and involvement in varied activities, while maintaining appropriate student conduct.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- Each candidate encourages all students to excel and promotes the involvement of students of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individual handicapping conditions in all classroom activities.
- Each candidate manages and responds to student conduct effectively in a variety of classroom activities, including individual, small-group and whole-class activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Presentation Skills

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.

Rationale

A candidate must be able to communicate clearly and meaningfully to maximize learning opportunities of the students.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates an understanding of the aspects of receptive and productive aspects of language development.
- Each candidate for the Crosscultural, Language, and Academic Development Emphasis (CLAD) authorization provides an appropriate model of English usage including phonology, morphology, syntax, semantics, discourse, and pragmatics and is qualified to deliver curriculum content so that students understand it in English.
- Each candidate for the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) authorization provides an appropriate model of language including phonology, morphology, syntax, semantics, discourse, and pragmatics in English and the language of emphasis and is qualified to deliver curriculum content so that students understand it in English and the language of emphasis.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Student Diagnosis, Achievement and Evaluation.

Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students needs and achievements.

Rationale

Verification of a candidate's pedagogical skills, as reflected in Standards 22 through 26, must also be supplemented by evidence that he or she has successfully led the students to attain instructional objectives, and has evaluated their achievements as a basis for further instructional planning.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate sets achievement criteria and communicates them clearly to students.
- Each candidate uses appropriate ways to assess students' prior knowledge related to the subject(s) to be taught.
- Each candidate demonstrates an understanding of the role of evaluation in instruction.
- Each candidate uses formal and informal methods to assess students' needs and achievements, and is aware of the appropriate uses and cultural and linguistic limitations of assessment instruments.
- Each candidate is familiar with criteria and procedures for the identification, diagnosis, placement, transition and re-designation of limited-English proficient students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Cognitive Outcomes of Teaching

Each candidate learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions. Each candidate recognizes and accepts diverse cognitive and communicative modalities.

Rationale

Analytical skills are essential for success in school, effective citizenship, and occupational success. Teachers of all subjects and grade levels must be able to foster students' thinking skills across the school curriculum.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate effectively teaches the students to evaluate and analyze the content that the students learn.
- Each candidate facilitates the development of students cognitive skills considering the students diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.
- Each candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students have expanded as a result of his or her teaching.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 30

Affective Outcomes of Teaching

Each candidate fosters students' self-esteem and enables them to achieve their full potential.

Rationale

Students learn best when they feel good about themselves. Schools should play a role in fostering positive student self-esteem.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate develops an understanding of individual students and selects and implements strategies that motivate students and maximize their learning of instructional content.
- Each candidate models and encourages positive interaction and provides an environment that promotes self-esteem.
- Each candidate demonstrates an appreciation for linguistic and cultural diversity and varies instructional strategies to meet the needs of students' diverse cultural, linguistic, racial, ethnic and socio-economic backgrounds.
- Each candidate recognizes and affirms the importance of community, parents and the home language in the development of students' self-esteem.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 31

Capacity to Teach Diverse Students

Each candidate demonstrates compatibility with, and ability to teach, students different from the candidate. The differences between students and the candidate should include cultural, linguistic, racial, ethnic, gender and socio-economic differences.

Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is culturally, ethnically, linguistically, racially and socio-economically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate fulfills Standards 23 through 31 while teaching students who are different from the candidate in culture, language, race, gender, and socio-economic background.
- Each candidate exhibits understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of diverse students.
- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students, parents and community.
- Each candidate understands prejudice and is able to implement strategies to prevent and/or reduce it.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 32

Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each candidate communicates effectively with administrators, teachers, paraprofessionals and parents of diverse backgrounds and participates in school meetings, parent conferences and other aspects of school and community life.
- Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism.
- Each candidate uses available resources to communicate effectively with parents.
- Each candidate demonstrates the ability to work with paraprofessionals and volunteers in the classroom.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 33

Determination of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category V. The institution determines that each candidate has attained Standards 22 through 32 as they relate to the teaching of (a) subjects to be authorized by the credential and (b) communication skills including the integration of speaking listening, reading and writing to ensure that students have access to the core curriculum.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one supervising teacher and one institutional supervisor of each student teacher's performance that encompasses the Standards in Category V, and that is based on documented procedures or instruments that are clear, fair and effective.
- The institution documents, using multiple criteria, each candidate's attainment of Standards 22 through 32 as they relate to the teaching of subjects to be authorized by the credential and communication skills including reading.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility; the actual approval or accreditation of programs, schools or institutions is based on standards adopted by the association or licensing agency.

There are two categories of preconditions: 1) those established by State laws such as limitations on the length of a professional preparation program; and 2) those established by Commission policy such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC). The preconditions were approved by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to precondition 10 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule explaining when each will be expected to perform this responsibility.

Preconditions Established by State Laws

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws.

(1) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the combination of courses that all candidates are required to complete (including required courses that involve student teaching or other field experiences) shall be equivalent to one year or less of full-time undergraduate study at the institution. This restriction does not apply to courses that individual candidates may be required by the institution to complete in order to achieve the competence and performance standards of the Commission, provided that such requirements are based on an individual assessment of the candidate's competence and performance in relation to the adopted standards. Statutory basis: Education Code Section 44225(d) and 44239.5.

(2) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required courses that involve student teaching or other field experiences shall comprise at least one-half of the required coursework. Required contact hours in student teaching and other field experiences shall be equal to required contact hours in academic courses or modules in the program. Statutory basis: Education Code Section 44225(d) and 44239.5.

(3) Each program of professional preparation for Multiple or Single Subject Teaching Credentials shall include the equivalent of nine or more semester units of professional education courses. "Professional education courses" are courses (a) candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; or (b) candidates predominantly study concepts, information or principles that are presented as bases for effective school practices and that are presented especially for candidates to learn as prospective teachers. Statutory basis: Education Code Section 44225(d) and 44239.5.

(4) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required field experiences shall be equivalent (in contact hours and academic credit) to one semester of full-time study. Statutory basis: Education Code Section 44225(d) and 44239.5.

(5) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the college or university requires candidates to demonstrate knowledge of alternative methods of reading instruction. Section 44259(a)(5).

(6) No college or university shall require candidates to complete more than the equivalent of nine semester units of professional education courses prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the professional education courses include study of alternative methods of reading instruction. This restriction applies to the combination of professional education courses that are prerequisite to supervised teaching, including professional education courses that are prerequisite to admission to a Multiple or Single Subject Teaching Credential program. "Professional education courses" are defined in precondition (3). Statutory basis: Education Code Section 44320(a).

(7) No campus of the California State University or the University of California shall deny an application for admission to a program of professional preparation leading to Multiple or Single Subject Teaching Credentials solely because the applicant does not possess a baccalaureate degree. This prohibition does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent. Statutory basis: Education Code Section 44320(a).

(8) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: Education Code Section 44252(f).

(9) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).

(10) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for Multiple or Single Subject Teaching Credentials, Specialist Credentials, or one or more courses in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Statutory basis: Education Code Section 44227.5(b) and (c).

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(11) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.

(12) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(13) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

(14) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

(15) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(16) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

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